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ABSTRACT

Serving Native American adults of Thurston and Pierce communities, the Adult Education Program individualizes instruction and makes full use of tribal community resources to improve educational level and employment opportunities. Major program goals are to increase high school equivalency completion rates, to enhance ability of identified extreme need adults to begin General Education Development (GED) tutoring, and to increase successful postsecondary and vocational education referral and job referral rates. Program services are coordinated by a task force that includes representatives from education, health and social services, and other tribal departments. The education director, a tutor-counselor, and an advocate-tutor provide GED and adult basic education (ABE) instruction, counseling for postsecondary and vocational education, and assistance with job seeking. The success rate for those attempting the GED is 97%. The ABE program has more than 60 participants each year, and 96% demonstrate mastery of a majority of their academic objectives. More than 50 adult Indians receive career guidance annually, and more than 25% go on to enroll, primarily at community colleges. Included with this program description is a 24-page section of student recordkeeping forms, a community needs assessment survey form, GED and ABE skills lists, a student interest survey, and an educational development plan. (JHZ)

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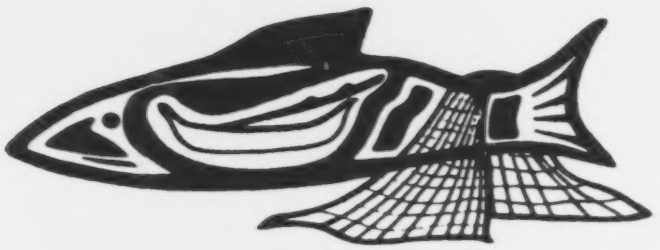

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ADULT EDUCATION PROGRAM

ADOPTER'S GUIDE

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An Adopter's Guide

Nisqually Indian Tribe's Adult Education Program

Demonstration Project
Title IV-C
Indian Education Act

Nisqually Indian Community Council
Education Department
Nisqually Indian Tribe
4820 She-nah-num Drive S.E.
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Maria Fletter, Education Director

July 1986

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Introduction

Nisqually Indian Tribe's Adult Education Program

This guide has been prepared to provide information about the Adult Education Program designed and conducted the past two years by the Nisqually Indian Tribe as a Demonstration Project supported by the U.S. Department of Education under Title IV, Part C of the Indian Education Act.

The guide is designed to help agencies which may want to adopt the program to improve educational opportunities for Indian adults whose educational achievement is below the high school level. The guide presents:

1. Overview of the Program
2. Program Implementation and Operation
3. Description of Educational Components
    - o GED Preparation
    - o Adult Basic Education
    - o Post Secondary, Vocational and Career Counseling

Overview of the Program

The Adult Education Program is designed to provide a full range of educational services to Native American adults through an individualized approach utilizing tribal and community resources. Through this program, educational services are provided for the adult Indian communities of Thurston and Pierce Communities in Washington State.

Program Goals

The program has three major educational goals:

1. To increase the high school equivalency completion rate among adult Indians
2. To enhance the ability of identified extreme need adult Indians to begin General Education Development (GED) tutoring
3. To increase the successful post-secondary and vocational education referral and job referral rates among adult Indians

Program Operation

An inter-departmental Tribal Support Services Task Force--including representatives from education, health and social services--coordinates program services. Services are publicized through such means as the tribal newsletter. In consultation with the Task Force,

	adult Indians with extreme needs develop plans for the provision of a package of support services to improve their personal, family and economic situation. In addition to referral to the Adult Education Program, they may be referred to other tribal and community services such as the Alcohol Treatment Center, literacy programs, vocational rehabilitation and employment assistance. Delivery and coordination of services is monitored through monthly meetings of the Task Force.
Educational Components	The program has three major educational components, each designed to achieve one of the program goals. GED Preparation Instruction is provided to prepare adult Indians to acquire their GED. Participants are recruited by disseminating program information to the community. After assessment of their entry level skills, participants are scheduled for instruction to fit their time availability. An individualized educational plan is prepared for each student and one-on-one tutorial assistance is provided at least four hours a week. Progress

	is carefully monitored. Each student is oriented prior to attempting the GED examination. Adult Basic Education The Adult Basic Education (ABE) program provides a reasonable point of entry for the Indian adult into the GED continuum of instruction. Testing and other informal measures are used to assess individual needs. Both group and individual instruction are provided. Those mastering requisite skills are transitioned to the GED component. Post Secondary, Vocational and Career Counseling Counseling, guidance, career education plan development and other services are provided for successful referral to a post secondary educational institution, to a vocational education institution or to an area of employment with career potential.
Program Results	Adults enrolled in the GED program experience a high rate of success. Nearly 40 percent tested upon their enrollment in the program were referred directly for the GED examination. Another 40 percent received 10 or more hours of tutorial instruction.

Of those attempting the GED examination, 97 percent have been successful.

An independent evaluation of the program found the planning and management of instructional services to be of high quality with thorough records of the services provided.

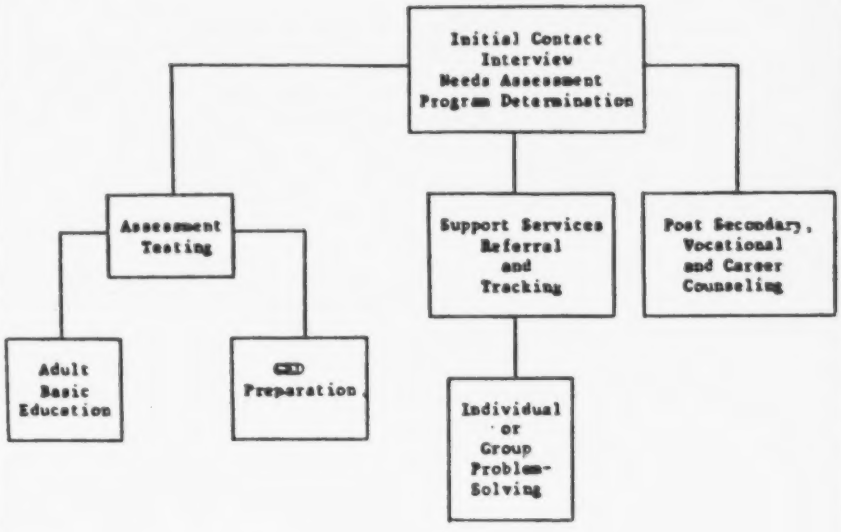
More than 60 adult Indians have participated in the ABE program per year, with 96 percent demonstrating mastery of a majority of their objectives.

Group instruction was provided on eight topics, with Income Tax Preparation being the most popular. Individual problem solving assistance was provided in the areas of writing, consumer math and locating community resources. The program worked with 61 community agencies.

More than 50 adult Indians receive guidance annually in pursuing post-secondary academic and vocational programs, with more than a quarter of them actually enrolling, primarily at community colleges.

Help in acquiring a job includes assistance in writing resumes and interviewing, identifying career interests, referral to job training programs and job referral. More than 30 percent of those receiving assistance actually obtain work as a result.

Program Implementation and Operation



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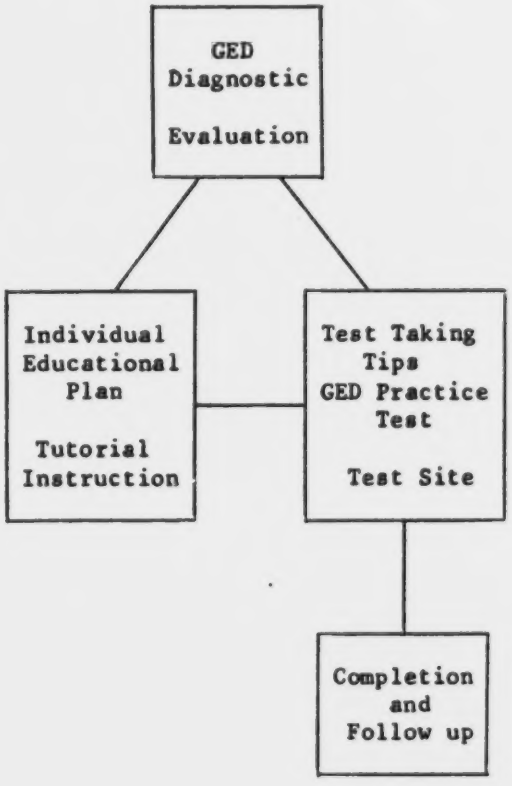
	An inter-departmental Tribal Support Service Task Force--including representation from education, health and social services--is responsible for increasing the referral rate by providing access to current services and resources.
Disseminate Information	Community members are alerted to available services through the tribal newsletter, articles in newspapers, brochures describing services available from each tribal office and person-to-person contact.
	Several supplemental activities of the Education Department provide opportunities for creating awareness of the program: films are procurred for other departments; a library is located at the department; staff make presentations on Indian culture to community groups; posters are placed in high schools.
Recruiting	Inservice training is provided for both tribal and community agencies such as the alcohol treatment center, local high schools, mental

	health center and Job Training Partnership Act (JTPA) programs. Agency referral is a major method for recruiting participants for GED preparation.
Orientation	All participants recruited for the program are oriented at an initial session with a program counselor. During the orientation the counselor explains what the GED is all about, providing a "fact sheet." Other program services are also explained. In general, staff try to make them feel comfortable.
Develop Support Services Plan	Appropriate tests and assessment methods are used in each department to determine initial support services which are needed. In consultation with each participant recruited, a specific individualized plan is developed for providing a "package" of remedial, emergent and preventive support services--including adult education services--to improve their personal, family and economic situation.
Implement Plan	Based on the initial assessment of participants, they are directed to one of the three components of the Adult Education Program--GED Preparation;

	Adult Basic Education; or Post Secondary, Vocational and Career Counseling. In addition to services of the Adult Education Program, services specified in the individual plans may be provided through Indian Child Welfare, Community Health Representatives, Community Health Nurse, Dental Clinic, Housing Assistance, Elders Program, Alcohol Program, Head Start and Day Care, as well as referral to community resources.
Delivery of Service	A three-member staff delivers adult education services in the three program components. The Education Director administers all tribal education programs, including managing current programs, making modifications as necessitated by changes in community needs, maintaining and expanding program resources, and supervising staff. A Tutor-Counselor primarily instructs and counsels participants to assist them in achieving their educational goals.

	An Advocate-Tutor primarily recruits participants and is a role model, as well as assists in instructional activities.
Community Resource Referral	Participants in the program are referred to a variety of outside agencies for services, such as literacy programs, vocational rehabilitation, employment services, child protective services, public assistance, displaced homemakers and Job Training Partnership Act (JTPA) programs.
Monitor Progress	Implementation of individual plans is monitored by reviewing progress and identifying problem areas. This results in the improvement of service delivery.

GED Preparation



	GED Preparation is designed to increase the high school equivalency completion rate among adult Indians.
Diagnostic Testing	It is important during the testing session to make participants comfortable. The entry level skills of each participant are assessed. Each completes a Wide Range Achievement Test (WRAT) which provides a broad measure of their math and reading skills. For those who score above grade 8 on the WRAT, a GED predictor test also is given.
Evaluation	The results of entry level skills testing are analyzed by a program counselor, who estimates students placement on a skills sequence. The starting level can be adjusted up or down as appropriate, after initial tutoring sessions.
Individual Educational Plan	Each student is involved in developing an Individualized Educational Plan, which is elaborated as the student progresses through the program. Based on the results of entry level

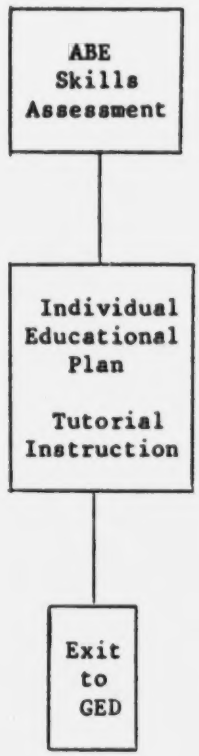
	assessment, long-term educational and career objectives are established for transition after receiving the GED.
Individual Tutoring	One-on-one tutorial instruction sessions are scheduled at least four hours a week. The sessions are scheduled to fit participants' time availability, usually twice a week. Most of the participants attend a total of at least 10 hours of tutorial instruction. Informal meeting places are frequently used-- the home or tribal office, for example. Even when instruction is provided in groups, it is still individual and self-paced. Convenience to the student is of prime importance so that transportation, child care and other potential problems do not alter participation. Students select the areas where they wish to start. Usually care is taken to balance "weak" areas where students need the most attention with areas where they are "strong" and can achieve success. It is important to build their confidence by testing first in an area of strength to assure success. Stressing instruction in basic reading comprehension is

	important since 60 percent of the GED examination is on reading.
Counseling	Mastery checklists are used to track individual student's skill development in English, mathematics, science, reading and social studies. These skill sheets were developed by the program staff and are used to monitor progress. Skill sheets are keyed specifically to instructional materials used in the program. Personal guidance is also important as the staff and students talk about other things as they come up during tutoring. Support and encouragement is provided.
GED Practice Test	Students are oriented to the GED examination prior to attempting the test. Practice tests, one half the length of actual GED examinations, are used to give the student a feel for the tests. They are not timed to help make students feel at ease. The orientation also covers test-taking skills. Students are advised that "wrong answers do not count against you," for example.

GED Test	Official GED test centers are located at many educational agencies, frequently community colleges. The most important factor in deciding where to take the test is its flexibility. While many centers allow students to take a test anytime, some have only predetermined schedules. A casual setting is desirable, rather than a threatening atmosphere. Many students are more comfortable in a room by themselves, rather than in a group with someone looking over their shoulder. The GED examination is composed of five tests which may be taken individually. Students are encouraged to take only one or two of the tests in a single day--definitely not all five. There are five versions of each of the tests, so that each may be retaken up to five times. Program evaluators found a clear, positive relationship between the number of hours of tutorial instruction and the mastery of skills by students in the program.
Follow-up on Long Range Goals	Follow-up support is provided for all students after implementation of their educational development plans. The plans are used in making long-term educational or career decisions.

Referral	Academic, vocational and career counseling services (component 3) provide follow-up support for enrolling in a post-secondary educational institution or getting jobs, as students complete their GED.

Adult Basic Education

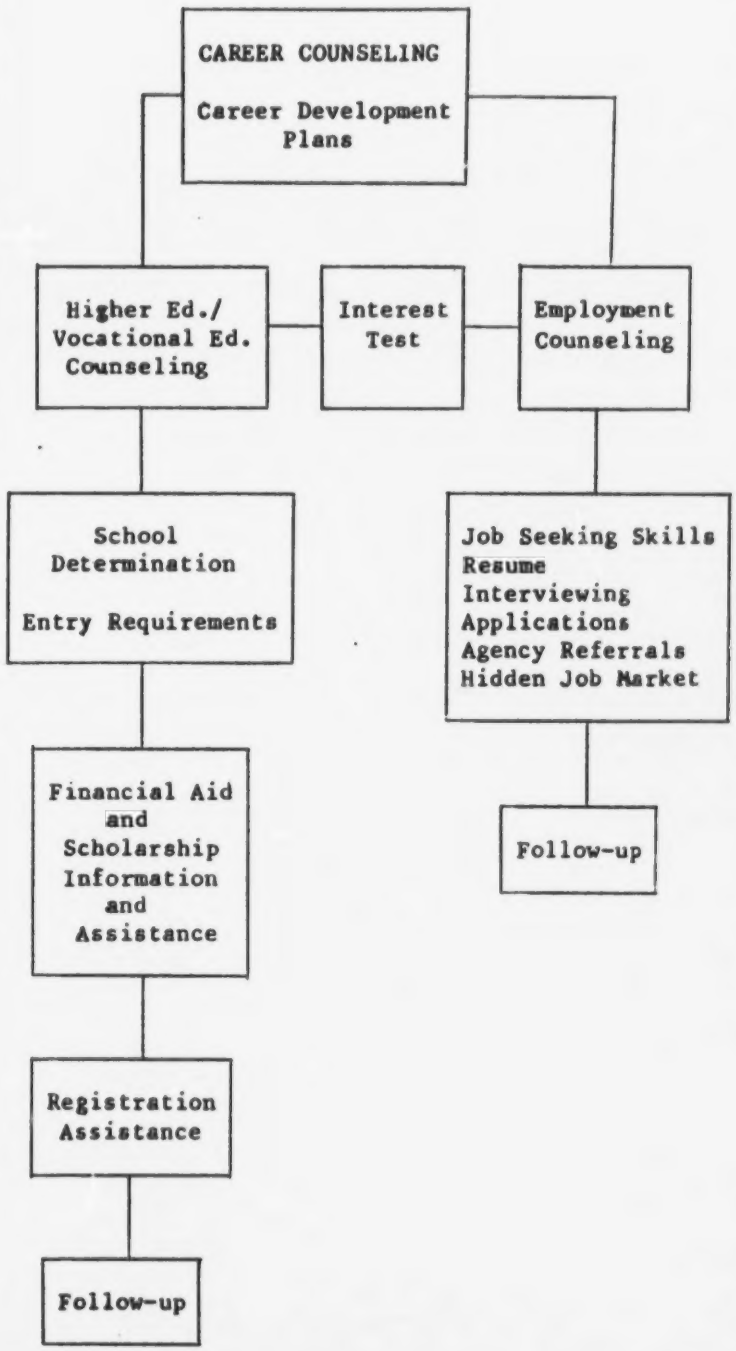


	Adult Basic Education enhances the ability of adult Indians to enter into GED instruction and, at the same time, provides assistance with individual problems.
Skills Assessment	Students determined to be at the grade 4-6 level in the initial assessment are usually directed to this Adult Basic Education Program. Similar to students entering the GED program, the Wide Range Achievement Test (WRAT) is administered to assess the skills of each participant. The test provides a broad measure of math and reading skills. A more detailed test from the adult reading series used in the program is also used.
Evaluation	Results of the assessment of participants needs and skills are evaluated by a program counselor. Topics for group instruction are identified based on this analysis.
Individual Educational Plan	Each student is involved in developing an Individual Educational Plan. Based on the results of the assessment of needs and skills, long-term educational and career objectives are established for transition to GED instruction.

Individual Tutoring	Problem solving services are provided to each participant in such areas as writing skills and consumer math.
Counseling	Staff use skill inventories keyed to pre-GED texts used in instruction to monitor their progress. Personal guidance is also important, as the staff and students talk about other things that come up during instruction.
Life Coping Skills	Group instruction is provided on such topics as characteristics of learning disabilities, family interaction and conflict resolution, cross cultural awareness, Indian law, Indian fisheries and computer science. For other topics--such as income tax preparation--individual assistance is provided. Many of these activities are conducted by volunteers--for example, from the Internal Revenue Service and a law firm handling Indian affairs. Instruction in such areas of personal interest serve as enticements in recruiting people to prepare for the GED.
Referral	Cooperative relationships are maintained with numerous community agencies to which participants

	are referred for services. Agencies include the public schools, community colleges, library, employment and training programs and public assistance.
GED Enrollment	As participants demonstrate mastery of the necessary prescribed ABE skills, they are transitioned to the GED component.
Follow-up	Follow-up support is provided for all students after implementation of their education development plans. The plans are used in making long-term educational or career decisions. Arrangements may be made with colleges for students to take various career and skills tests. Vocational education schools offer weekly half-hour orientation sessions to different fields.

Post Secondary, Vocational and Career Counseling



	Post secondary, vocational and career counseling help is provided to transition adults into the world of work or post secondary education upon completion of their GED, or as the need arises in the local community.
Needs Assessment	The educational and occupational needs and skills of each program participant are assessed upon entering the program. Basically, staff want to answer two questions: "What do you want to do?" and "What are your problems in doing it?"
Career Interest Survey	Various career interest inventories are used, including the Washington Occupational Interest Survey, Career Assessment Inventory and the Self-Directed Search. While program staff conduct some testing, participants frequently are referred to other agencies.
Career Development Plans	A career education plan is developed with each participant in the program. They are then directed to counseling for higher education or vocational education.
Higher Education Counseling	Adults planning to enroll in a post secondary institution are assisted in evaluating prospective schools.

Vocational Education Counseling	Adults planning to enroll in a vocational education program are assisted in developing vocational objectives. Tests are administered where appropriate. Assistance is provided in evaluating potential vocational education schools and programs of study.
School Enrollment Assistance	Assistance is provided in identifying and meeting prerequisites for admission in both academic and vocational programs.
Financial Aid and Scholarship Information	Assistance is provided in obtaining financial aid for enrolling in post secondary academic and vocational programs. In particular, all students seeking financial aid must complete and submit a form to Bureau of Indian Affairs.
Employment Counseling	Adults seeking employment are assisted in developing a strong resume; searching for job opportunities; completing job application forms; conducting a job interview, including mock interviews; and using community resource, such as job training programs and employment services.
Follow-up	Follow-up is both formal and informal. Student progress is monitored and recorded, but staff also feel it is important to just "see how each one is doing."

SELECTED PROGRAM MATERIALS

NISQUALLY INDIAN ADULT EDUCATION PROGRAM

Name	Address		
Occupation	Telephone (home)	Employer Telephone(work)	Date of Birth Age
Last Grade Completed	School Attended	Marital Status	Children (How Many?)
Tribe Affiliation	Enrollment #	Interest: Basic Skills _____ GED _____ Consumer Ed. _____ Higher Ed. _____ Career Ed. _____ Other _____	Social Security #
Message Phone	Transportation Available		Today's Date

INITIAL STUDENT ASSESSMENT RECORD

Sources of Information on Adult Education Program

- Friend _____
- Relative _____
- Tribal Member _____
- Outreach Worker _____
- Community Newsletter _____
- Other Advertisements _____
- Agency Referral _____
- Former Student _____
- Other _____

Reasons for Attending Classes

- Get a job _____
- Get a better job _____
- Improve self _____
- Help children in school _____
- To Get GED _____
- Qualify for Job training _____
- Meet College entrance requirements _____

Reasons for Leaving School

- Had to work _____
- Wanted to Work _____
- Marriage _____
- Military _____
- Illness/Pregnancy _____
- Not doing well in school _____
- Didn't like school _____
- Other _____
- _____

Reason for Withdrawal

- Got a job _____
- Illness/Pregnancy _____
- Lack of child care _____
- Passed GED _____
- Working hours changed _____
- Disliked instructor _____
- Moved _____
- Participate in other training _____
- Other _____

Type of employment/training desired

Special interests/hobbies

TRIBAL COMMUNITY SERVICES
NEEDS SURVEY

HEALTH NURSE PROGRAM

_____ Health Education
_____ Blood Pressure Screening
_____ Medication Management
_____ Home Visits
_____ Elders Health Surveillance
_____ Well Child Clinic
. Physicals
. Immunizations
_____ Hospital Discharge Follow-up
_____ Infant Car Seat Program
Referrals to:
_____ W.I.C.
_____ Thurston Cty. Health Clinic
_____ Planned Parenthood Program
_____ CHORE/COPES Programs
_____ Visiting Nurses Program
_____ I.H.S. Mental Health Clinic

COMMUNITY HEALTH REPRESENTATIVES PROGRAM

_____ Counseling/Use of IHS, CHS
_____ Eligibility Information
_____ Medical Appointments
_____ Medical Billing Assistance
_____ Assistance with Forms
_____ Emergency Medical Transport
_____ Medical Transport by Appointment
_____ Prescription Pick-up
_____ Hearing Screening
_____ Hearing Aid Repair
_____ Eyeglasses / Screening
_____ USDA Food Distribution
_____ Commodities Food Distribution
_____ Emergency Food Vouchers
_____ Emergency Shelter
_____ Emergency Clothing
_____ Energy Assistance Program
_____ Medicare Advocacy
_____ Medicaid Advocacy
_____ Public Assistance Advocacy
_____ Hospital Visitation
_____ Referrals to BIA, IHS, SPIPA
DSHS, CAP, Housing Authority

INDIAN CHILD WELFARE PROGRAM

_____ Counseling and Referral
_____ Foster Home Placement
_____ Court Advocacy
_____ Child Protective Services

DENTAL CLINIC PROGRAM

_____ Screening (School age children)
_____ Seal-It Program "
_____ Routine Dental Care
_____ Specialist Referral

ALCOHOL PROGRAM

_____ Individual, Family, Group Counseling
_____ Preventative Counseling
_____ In-Patient Program Referral
_____ Halfway House Referral
_____ Court Advocacy
_____ Probation/Parole Advocacy

ELDERS PROGRAM

_____ Hot Lunch Program
_____ Field Trips
_____ Legal Assistance
_____ Welfare Surveillance
_____ Funeral Assistance
_____ Community Garden Food Distribution

EDUCATION PROGRAM

_____ Basic Skills Tutoring
_____ GED Tutoring
_____ Life Coping Skills
_____ Career Guidance
_____ Vocational Testing
_____ Individual Counseling
_____ Occupational Study
_____ Educational Development Pla
_____ Resume & Interview Prep.
_____ Financial Aid Assistance
_____ Scholarship Information
_____ Referral to BIA and Alternative Schools
_____ Parent/School Advocacy
_____ NA Library and Videos

DAY CARE PROGRAM

_____ Care and Developmental Skills
6mo. to 12 years
Hot Meals

HEADSTART PROGRAM

_____ 3 to 5 year olds
Developmental Skills
Health/Nutrition Program
Hot Meals

HOUSING ASSISTANCE

_____ Rehabilitation Major/Minor
_____ New Home Construction
_____ Weatherization:
_____ Wood Stoves
_____ Storm Windows
_____ Insulation
Construction Trainee Program

STUDENT INTEREST SURVEY

NAME _____

Do you need to know about the things listed below? Please check each one of the items listed below.

(Consumer Education)	NEED	MIGHT NEED	DON'T NEED
1. Using money			
2. Measuring (feet, metric)			
3. Income Tax			
4. Shopping (getting the best buys)			
5. Planning how to spend my money			
6. Understanding Advertising			
7. Buying food			
8. Finding a place to live			
9. Using a bank			
10. Buying a car			
11. Loans, charge accounts and credit			
12. Insurance			
13. How to buy from a catalog			
14. Being ripped off			
15. Social Security			
(Occupational Knowledge)			
1. How to find out about jobs			
2. How to get a job			
3. How to keep a job			
4. How to get a promotion			
5. Pay checks and deductions			
(Community Resources)			
1. Where to get help in the community			
2. Places to visit (recreation)			
3. Using libraries			
4. Using newspapers			
5. Using the telephont			
6. Using maps			
7. Using bus, train, planes			
8. Telling time			
9. Getting a driver's license			

STUDENTS INTEREST SURVEY CON'T

(Health)	NEED	MIGHT NEED	DON'T NEED
1. Safety			
2. Emergencies and first aid			
3. Doctors and hospitals			
4. Liking yourself			
5. Pregnancy			
6. Family planning			
7. Having children			
8. Raising children			
9. Getting along with others			
10. Eating right (nutrition)			
11. Using medicine			
12. Drug abuse			

(Government and Law)			
1. Knowing about the government			
2. Voting			
3. Police and courts			
4. My civil rights			
5. Contracts and legal papers			
6. How to get a lawyer			

ADULT EDUCATION NEEDS ASSESSMENT

In order to help us plan an effective Adult Education Program, we thank you for taking the time to complete this needs assessment. Please feel free to add your own ideas.

1. Have you participated in any of the Tribe's Adult Education Programs? _____ YES _____ NO

2. If you have not used it, why not?

   _____didn't know about them _____no transportation _____not interested

   _____uncomfortable attending _____other_____

3. How many people in your household are over age 16? _____

4. Please check the areas of interest to you:

_____Writing Improvement	_____Writing Wills	Cultural Enhancement
_____Reading Improvement	_____Your Legal Rights	_____Wing Dresses
_____Math Brush-up	_____Stress Management	_____Ribbon Shirts
_____Basic Bookkeeping	_____Income Tax	_____Shawl Making
_____G.E.D.Tutoring	_____Budgeting	_____Basket Weaving
_____Career Guidance	_____Buying a Car	_____Drum Making
_____Financial Aid Access	_____Using Community Resources	_____Herbal Medicine
_____Scholarship Information	_____Communicating Skills	_____Traditional Dancing
_____Vocational Training	_____Other_____	_____Tribal History
_____Job Search Techniques		_____Cultural Events
_____Other: _____	_____	_____Other_____
_____	_____	_____
_____	_____	_____

5. When would be the most convenient time for you to attend a class or workshop?

   _____day _____evening _____ day of the week _____month

   _____home tutoring

EDUCATIONAL DEVELOPMENT PLAN

Student_____

A. Field of Interest:_____
or
Interest Test:_____

B. School Selection:

Vocational School_____

Community College_____

Four Year College_____

Private School_____

Apprenticeship Program_____

C. Entrance Requirements/Tests:

D. Funding Sources:

BIA: Employment Assistance Form (Vocational Training)____
Higher Education Form (4 year degree) _____

Grants: Pell____ SEOG____ SNG ____ Tuition Waiver___

Loans: NDSL_____ GSL_____

Employment: College Work Study _____

Scholarship Information:

Other:

E. Admission Procedures:

Application Form:
Financial Aid Counselor:
Program Advisor:
Minority Affairs Officer:
Registration:

F. Follow-up:

RESOURCE MATERIALS

GED Materials

Math

G.E.D. Math Test - Cambridge
Math in Daily Living - 1 & 2 -Steck-Vaughn
GED Exercise Book- Word Problems -Cambridge
Dealing With Word Problems- Seattle Indian Center

Reading

GED Reading SkillTest Book - Cambridge
The Native American Adult Reading Series 7-12
United Indians of All Tribes Foundation
Interpretation of Literary Materials - Cambridge
Reading Skills for Indian Adults - United Tribes
Vocabulary Improvement - MCGraw Hill
Adult Reading Series 7-12 - Steck-Vaughn

Writing

GED Writing Skils - Cambridge
Language in Daily Living - Steck-Vaughn
The Write Stuff - Contemporary

Social Studies

CLR Social Studies Kits - 6-10
Interpretation of Reading Materials:
Socail Studies - Cambridge

Science

CLR Science Kits 6-10
Interpretation of Reading Materials:
Natural Sciences

ABE Materials

Math

Pre GED Math - Cambridge
Math for Daily Living 1&2 - Steck-Vaughn
Number Power 1&2 - Contemporary
Pathways- Pre-GED -Arizona Indian Centers
Working with Numbers- Steck-Vaughn
Introduction to Math - Cambridge
Dealing With Word Problems- Seattle Indian Center
Essential Mathematics for Life - Scotts-Forseman

Reading

Adult Reading Series - Steck-Vaughn
Living in the Reader's World- Cambridge
Reading for Concepts- McGraw Hill
Pathways- Reading and Writing - United Tribes
Reading Skills for Using Maps, Charts,& Graphs - McGraw Hill
Reading for Comprehension - Cambridge
Snapshots - Cambridge
Reading Improvement; Stech-Vaughn
Native American Adult Reader - United Indians of All Tribes Foundation
Superstar Reading Series - 1-6

Writing

Introduction to English - Cambridge
Pathways Pre-GED Writing Skills - Arizona Indian Centers
Basic Grammar for Writing - McGraw Hill
Basic Skills in Writing- Contemporary
Dr. Spello - McGraw Hill
Work-a-Text - Cambridge
Language in Daily Living -Steck-Vaughn
The Write Stuff - Contemporary

CAREER GUIDANCE

Tests:

Washington Occupational Interest Survey

Strong-Campbell Inventory
Career Assessment Inventory
World of Work
Discovery
Self Directed Search

Allport Study of Values
Myers-Briggs Type Indicator
Hall Occupational Orientation Inventory

Books:

Career and Life Planning Guide - Loughary/Ripley
A Job Search Planbook-Highline Community College Midway, Washington
What Color is Your Parachute-R. Bolles
Occupational Outlook Handbook-U.S. Dept. of Labor
Time For Change- Cambridge Books
Hidden Job Market of the '80's
Who's Hiring Who
While We're at it, Let's Get you a Job-Guthrie/Frazier National Council for Indian Busines
Self Help Manual for Indian Economic Development-Native American Rights Fund
How to Turn an Interview Into a Job
The Robert Half Way to Get Hired in Today's Job Market Robert Half
The 100 Best Companies to Work for in America-Levering Mosskowitz, Katz

SUMMARY OF AVAILABLE RESOURCE MATERIAL

PAMPHLETS:

I. FOOD-gardening, dieting, recipes, safety, nutrition, food handler's permit manuals.

II. HEALTH-physical, mental, contraception, chilhood immunizations.

III. EDUCATION-metric system, career planning, occupations

IV. MOTOR VEHICLES-safety, upkeep, purchasing, driver's permit manuals.

V. LAW-know your rights, social security, discrimination, warranties.

VI. SAFETY-fire, winter survival, automobile emergency.

VII. HOME IMPROVEMENT-energy savers, crafts, keeping records, clothes care, pest control.

VIII. MONEY MANAGEMENT-consumer guide, purchasing, understanding bills, credit, etc.

IX. ENVIRONMENT-pest control, plants, trees, pollution.

MANUALS:

I. CONSUMER ADVOCACY
- A. TENANT-LANDLORD
- B. CREDIT RIGHTS
- C. UTILITIES
- D. SENIOR CONCERNS
- E. CARS
- F. ADVERTISING
- G. ADVOCACY
- H. RESOURCES

II. DRIVER'S PERMIT MANUAL

III. FOOD HANDLER'S PERMIT MANUAL

IV. BE INFORMED SERIES
- A. PERSONAL CREDIT
- B. BUYING A CAR
- C. OWNING A CAR
- D. BUYING A HOUSE
- E. SOCIAL SECURITY
- F. RENTING A PLACE TO LIVE
- G. FINDING A JOB
- H. READING YOUR NEWSPAPER
- I. TAXES
- J. BANKING
- K. MENTAL RETARDATION
- L. MARRIAGE
- M. MEASUREMENTS
- N. WISE BUYING
- O. USING THE LIBRARY
- P. MONEY
- Q. DRUGS
- R. NUTRITION, S. POPULATION, T. POLLUTION.

BOOKS: CONSUMER EDUCATION SERIES

I. HEALTH AND LEISURE
II. VIEWING YOUR CAREER
III. CAR PURCHASE AND MAINTENANCE
IV. GOVERNMENT SERVICES FOR CONSUMERS
V. MAJORITY AT 18
VI. THE TEEN-AGER AND HIS FAMILY

ABE READING SKILLS

WORD RECOGNITION AND WORD ATTACK (use with Steck-Vaughn Adult Reading 1100-1700)

READING 1100-PRE-READING SKILLS:

Visual: Orientation _____ Visual: Order _____ Visual: Detail _____

Sound: Matching _____ Sound: Blending _____

READING 1200 - SIGHT WORDS:

131 sight words (Kucera-Francis list) _____

READING 1300 - SIGHT WORDS:

162 sight words (Kucera-Francis list) _____

READING 1400 - PHONICS:

Beginning consonants: s ___ w___ g____ y____ v____ z_____

Ending consonants: b___ f___l___ t___k___ n___ p___m___ d___ g___ x___

Variant consonants/sounds: q____ c____s____

Short vowels: a____ e___i___ o____ u____

Long vowels: a____ e___i___ o____ u____

Vowel sounds of y: i____ y____ e ____

READING 1500 - PHONICS:

Two-letter consonant blends: pr____ gr____ tr____ fr____ cr____ dr____

bl____ cl____ fl____ gl____ pl____ sl____

st____ st____ sc____ sk____ sn____ sm ____

sp____ sw____

Three-letter consonant blends: str____ spr____ scr____ spl____ shr____ thr____

Consonant digraphs: sh____ ch____ wh____ th____ ng____ nk____ ph____

Silent consonants: kn____ wr____ gn____ mb____ gh____ tch____

Vowel diphthongs: ow____ ou____ oi____ oy____

READING 1600- STRUCTURAL ANALYSIS/PHONICS:

Plurals _____
Possessives____
Base words____
Compound words _____
Contractions _____

Endings ____
Base words ____
Syllabication ____
Accent____
Vowel sounds ____

. GED READING SKILLS .

READING SKILLS

(use with Steck-Vaughn Adult Reading 2100-2800)

WORD Skills

Prefixes _____
Suffixes _____
Synonyms _____
Antonyms _____
Homophones _____
Homonyms _____

SENTENCES

Contextclues: Explicit _____
Contextclues: Explicit with application _____
Contextclues: Implicit with application _____
Context clues: Obscure meanings _____
Organization cues _____
Analysis: Simple Sentences _____
Synthesis: Simple Sentences _____
Analysis: Compound or complex sentences
Synthesis: Compound and/or complex sentences

MAIN IDEA

Main idea: Topic with orgainzer _____
Main idea: Topic without orgainzer _____
Main idea with organizer _____
Main idea without organizer _____
Main idea stated by learner _____

RELATIONSHIPS/CONCLUSIONS

Outcomes _____
Conclusions: One relationship _____
Cause/effect relationships _____
Conclusions: Direct relationships _____
Conclusions: Indirect relationships _____

SEQUENCE

Event before or after _____
Calendar markers _____
Explicit cues _____
Implicit cues _____
Implied and stated events _____

LOCATING AND ORGANIZING INFORMATION

Alphabetizing _____
Using books _____
Using newspapers _____
Guide Letters and words _____
Dictionaries and glossaries _____
Multiple sources _____
Notes and outlines _____

MAPS, GRAPHS, TABLES

Pictorial maps _____
Road maps _____
Directions _____
Map Symbols _____
Graphs: Whole units _____
Graphs: Partial units _____
Graphs: Comparisons _____
Tables: Single cell _____
Tables: Schedules _____

PERSONAL READING SKILLS

Adjustion rate to purpose and material _____
Scanning for detail _____
Skimming for main idea _____
Determining fact and opinion _____
Identifying elements of fact and fiction _____
Differentiating correct form incorrect statements _____
Recognizing persuasive techniques _____
Relating facts or concepts to other situations _____
Predicting subject matter _____
Following directions _____

NAME_____

ABE
MATH SKILLS SHEET

ADDITION DATE COMPLETED

Ten Numbers_____

Hundred Numbers_____

Zero_____

Long Columns_____

Long Columns of Ten Numbers_____

Simple Word Problems_____

Learning to Carry_____

Carrying to theTens, Hundreds, Thousands Column_____

Word Problems-Carrying_____

SUBTRACTION

Learning to Subtract & Check Subtraction_____

Subtracting Tens & Larger Numbers_____

Zero_____

Simple Word Problems_____

Learning to Borrow from Tens Column_____

Borrowing from Hundreds & Thousands Column_____

Borrowing in more than one Column_____

Borrowing from Zero_____

Word Problems-Borrowing_____

MULTIPLICATION

Learning to Multiply_____

Zero & Ten Numbers_____

Carrying to Tens, Hundreds, Thousands Column_____

Multiplying to Ones, Tens, Hundreds, Thousands Numbers_____

Multiplying by Ten Numbers_____

Multiplying by Hundreds Numbers_____

Word Problems_____

DIVISION

Learning to Divide_____

Dividing Ten Numbers_____

Checking Division Answers_____

Dividing Hundreds Numbers_____

Zero in the Middle_____

Dividing into Thousands Numbers_____

When it looks as if you cannot Divide_____

Remainders_____

Simple Word Problems_____

Word Problems_____Dividing by Ten & Hundreds_____

NAME_____

GED
MATH SKILLS SHEET

FRACTIONS DATE COMPLETED

Proper and Improper Fractions_____
Changing Improper Fractions to Mixed Numbers_____
Changing Mixed Numbers to Improper Fractions_____
Reducing Fractions_____
Adding Fractions_____
Subtracting Fractions_____
Multiplying Fractions_____
Canceling out Factors_____
Dividing Fractions_____
Work Problems_____

DECIMALS

Addition of Decimals_____
Subtraction of Decimals_____
Multiplication of Decimals_____
Division of Decimals_____
Rounding off Decimals_____
Comparing Decimals_____
Changing Fractions to Decimals_____
Changing Decimals to Fractions_____

PERCENTAGE

Changing Decimals to Percents_____
Changing Percents to Decimals_____
Changing Fractions to Percents_____
Changing Percents to Fractions_____
Finding the Percent of a Quantity_____
Finding What Percent One Quantity is of Another_____
Finding a Number When a Percent of it is Given_____
Common Types of Percentage Problems_____
Finding Percent of Gain or Loss_____
Discount_____ Depreciation_____
Profit_____ Simple Interest_____
Assessment_____

GRAPHS

Basic Graphs_____ Pictograph_____
Bar Graph_____ Circle Graph_____
Line Graph_____ Table Chart_____

PROPERTIES OF NUMBERS

Prime Numbers_____ Averages_____
Squares and Square Roots_____ Number, Arithmetic and Geometric Series_____
Even and Odd Numbers_____

SIGNED NUMBERS

The Number Line_____ Adding Signed Numbers_____
Subtracting Signed Numbers_____ Multiplying and Dividing Signed Numbers_____

NAME _____

GED
ALGEBRA AND GEOMETRY SKILLS SHEET

EQUATIONS

- Inverse Operations _____
- Multiple Inverse Operations _____
- Equations with Unknown More than One Term _____
- Literal Equations _____
- Solutions of Ordinary and Literal Equations _____

EVALUATION OF ALGEBRAIC EXPRESSIONS AND FORMULAS

- Evaluating Expressions _____
- Exponents _____
- Terms in Parentheses _____
- Evaluating Formulas _____

VERBAL PROBLEMS

- Writing Sentences as Equations _____
- How to solve Verbal Problems _____
- Age Problems _____
- Perimeter Problems _____
- Miscellaneous Word Problems _____

MONOMIALS AND POLYNOMIALS

- Adding and subtracting Monomials _____
- Multiplying & Dividing Monomials _____
- Adding and Subtracting Polynomials _____
- Multiplying Polynomials _____
- Dividing Polynomials _____

FACTORING

- Factoring Expressions Having a Common Monomial _____
- Factoring the Difference of Two squares _____
- Factoring Albebraic Expressions of the Form $AX^2 + BX + C$ _____

GEOMETRY

ANGLES

- Basic Types of Angles _____
- Pairs of Angles _____
- Parallel Lines and Their Angles _____

TRIANGLES

- Types of Triangles _____
- Simular Triangles _____
- The Pythagorean Theorem _____

PLANE AND SOLID FIGURES

- Plane Figures _____
- Perimeters and Areas of Plane Figures _____
- Formulas for Perimeters and areas of Plane figures _____
- Solid Figures _____
- Volumes of Solid Figures _____
- Formulas for Volumes of Solid Figures _____

PRE GED

(ABE)

WRITING SKILLS

SHEET

NAME_____

(to be used in conjunction with Introduction to English, Cambridge

Nouns
Nouns—Singular and Plural

Words That Replace Nouns: Pronouns

Verbs Tell What Is Happening

The Verb "Be"

More About the Present

Helping Verbs
Has, Have, and Had
Irregular Verbs
When Do You Use Has and Have?
When Do You Use Had?
Be Plus Has, Have, or Had
Can, Could, Would, Should, and Must
Divided Verbs

Shifting the "Time" of Verbs

Matching Nouns and Verbs
Collective Nouns
And with Singular Nouns
Words Like One of
Words with -Body or -One
Neither and Either
Words Like All
Here and There

More About Pronouns
Using Be with I
Using "Reversible" Pronouns
Who's "He"?

Describing and Comparing (Adjectives)
Who, Which, That
-Er and -Est
More and Most
Special Words
Using Than to Compare Things

Hooking Words (Prepositions)

Words That Describe Verbs (Adverbs)
Words That Tell How 89
Words That Tell Where 89
Words That Tell When 90

Possessives
Pronouns That Show Possession
Whose
Using Each, Every, and One with His

The Case of the Missing Letter (Contractions)
Using Don't and Doesn't

No + No = Yes (Double Negatives)

Periods, Question Marks, and Exclamation Points

Commas
Commas in a Series
Commas Before and, but, or, and for

Commas for Interrupters
More About Interrupters

Commas in Dates and Places
Commas in Dates
Commas in Names of Places

Quotation Marks

Capital Letters

What Is a Sentence?
The Verb
The Subject
Subjects and Verbs
Word Groups That Look Like Sentences, but Aren't

Vocabulary and Dictionary Skills
Words in Sentences
Taking a Word Apart
Using the Dictionary
Word Origins
Synonyms

Spelling
Spelling Rule One: Words with ie or ei
Spelling Rule Two: Dropping the Last e
Spelling Rule Three: Changing y to i
Spelling Rule Four: Is it -cede, -sede or -ceed?
Spelling Rule Five: Doubling the Last Consonant
Spelling Rule Six: Indicating More Than One
Spelling Words That Sound Alike

One Hundred Often-Misspelled Words

Words That Cause Trouble
Lay and Lie
Between and Among
Beside and Besides
Different From, not Different Than
Could Have, not Could of
Farther and Further
Is, not Is When or Is Where
Kind of and Sort of, not Kind of a and Sort of a
Like and As
Try to, not Try and

GED NAME_____
WRITING SKILLS
SHEET

(to be used in conjunction with
The Writing Skills Test, Cambridge)

BUILDING A SENTENCE

Predicate_____
Subject_____
Sentence Imposters_____
Three Unusual Types of Sentences_____
Making a Sentence Look Like a Sentence_____

LEARNING THE VERB CODE

Three Main Parts of a Verb_____
Irregular Verbs_____
Verb Tenses_____
The Perfect Tenses_____
The Forms and Uses of "Be"_____
Putting the Verb Code Together_____

MAKING A SUBJECT AND VERB AGREE

Subject-Verb Agreement-the Basics_____
Compound Subjects_____
Confusing Subjects_____
Other Subject-Verb Agreement Problems_____

CHOOSING THE RIGHT PRONOUN

Pronouns-the Basics_____
Subject Pronouns_____
Possessive Pronouns_____
Object Pronouns_____
Pronouns after "than" or "as"_____
"We"and "Us"_____
"Who" and"Whom"_____
Making a Pronoun "Agreeable"_____

CHANGING THE FORM OF A NOUN

Making a Noun Plural_____
Rules for Forming Plurals_____
Making a Noun Possessive_____

USING MODIFIERS CORRECTLY

Modifiers-the Basics_____
Changing an Adjective to an Adverb_____
Making Comparisons_____

(continued on page 2)

USING MODIFIERS CORRECTLY, continued from page 1

- Common Adjective and Adverb Problems_____
- Double Negatives_____
- "This", "that", "these" and "those"_____
- "A" and "an"_____

CHECKING SENTENCE MEANING

- Parallel Structure_____
- Sequence of Verbs_____
- Out-of-Place Words_____
- Unclear Reference_____
- Confused Words _____

COMBINING IDEAS IN A SENTENCE

- Compound Sentences_____
- Other Sentence Connectors
- Hints for Organizing Sentences
- Organizing Ideas for Meaning

UNDERSTANDING PARAGRAPHS

- Finding the Main Idea in a Paragraph_____
- Building a Paragraph_____
- Using Connecting Words in a Paragraph_____
- Putting Sentences in Order_____
- Other Problems with Paragraphs_____

CAPITALIZATION AND PUNCTUATION

- Capitalization_____
- Capitalization Rules_____
- Punctuation_____
- Rules for Periods, Question Marks, and Exclamation Points_____
- Rules for Semicolons and Colons_____
- Rules for Commas_____
- Rules for Quotation Marks_____
- Rules for Apostrophes_____

SPELLING

- Spelling_____
- Tips for Better Spelling_____
- Rules for Prefixes and Suffixes_____
- Other Spelling Rules_____

Name_____

GED

SCIENCE SKILLS SHEET
REVIEW

Biology - concepts: Date completed

Life Functions._____
Digestive System_____
Respiratory System._____
Excretory System_____
Circulatory System_____
Nervous System_____
Reproduction_____
Genetics_____
Evolution_____
Ecology_____
Diseases_____
Nutrition_____
Photosynthesis_____
Behavior_____
Homeostasis_____
Adaptations_____
Microscopic Structure of Cells_____

Earth Science - concepts:

Rocks and Minerals_____
Atmosphere _____
Hydrology_____
Solar System_____
Oceanography_____
Magnetism_____

Chemistry - concepts:

Atoms and Atomic Theory_____
Molecules and Molecular Theory_____
Stoichimetry (calculation)_____
Solutions,Acids,Bases_____
Electrochemistry_____
Chemical Equilibria_____

Physics - concepts:

Measurements_____
Magnetism_____
Light Waves_____
Sound Waves_____
Newtons Laws of Motion (three laws)_____
Gas Laws_____

NAME_____

GED
SOCIAL STUDIES SHEET

ECONOMICS

- Definitions_____
- Money_____
- Monetary Policy_____
- Economic Growth_____
- Inflation_____
- Supply and Demand_____
- Microeconomics_____
- Taxes_____
- International Trade_____

GEOGRAPHY

- Definitions_____
- Major Landforms_____
- Water Bodies_____
- Climate_____
- Maps, Charts, and Graphs_____

POLITICAL SCIENCE

- Definitions_____
- The U.S. Constitution_____
- Division of Powers_____
- Qualifications for Congress_____
- Law Making_____
- Presidential Selection_____

HISTORY

- American Poreign Policy_____
- U.S. History_____
- World History_____
- Definitions_____

BEHAVIORAL SCIENCE

- Definitions_____
- Psychology_____
- Sociology_____
- Anthropology_____
- Social Psychology_____

GED TEST INFORMATION

TITLES AND CONTENTS

TEST 1 - 80 Questions, 75 minutes

Writing Skills Test
Spelling, Capitalization & Punctuation 25%
Usage 30%
Diction & Style/Sentence Structure 30%
Logic and Organization 15%

TEST 2 - 60 Questions, 90 minutes

Social Studies Test
Economics 20% (15% in Canada)
Geography 15% (20% in Canada)
Political Science 20%
History 25%
Behavioral Sciences 20%

TEST 3 - 60 Questions, 90 minutes

Science Test
Biology 50%
Earth Science 20%
Chemistry 15%
Physics 15%

TEST 4 - 40 Questions, 60 minutes

Reading Skills Test
Practical Reading 15%
General Reading 30%
Prose Literature 30%
Poetry and Drama 25%

TEST 5 - 50 Questions, 90 minutes

Mathematics Test
Arithmetic 55%
Geometry 20%
Algebra 25%

Test-Taking Tips for GED Examinees

1. DO ANSWER EVERY QUESTION (Scores are based only on the number of questions answered correctly; there is no penalty for guessing.)

2. DO READ THE DIRECTIONS CAREFULLY (Some of the tests contain sections for which unique directions are given.)

3. DO READ EACH QUESTION CAREFULLY (Don't make the mistake of inserting or ignoring words. The correct answer depends on exactly the wording used.)

4. DO USE YOUR TIME WISELY (Budget your time so as to be able to finish within the time permitted. Skip difficult questions and return to them near the end of the period.

5. DO CHECK YOUR WORK (Be sure that you marked the answer you intended and marked it in the correct space on the answer sheet.)

6. DO PAY ATTENTION TO KEY WORDS (These include "exception" words like None and Except that are used when your task is to choose the answer that does not fit the statement or question. A small number of these types of questions are on the tests.)

7. DO NOT LOOK FOR CLUES IN THE GRAMMAR OR WORDING OF THE QUESTIONS (For example, don't always choose the response that repeats a word in the question; sometimes these are not the correct answers. Too, don't waste time looking for clues in the grammar of the question and responses; all responses are gramatically consistent with the question. Clues like these are edited out before the tests are used.)

8. DO NOT CHOOSE YOUR ANSWER ON THE BASIS OF RESPONSE LOCATION OR ON THE BASIS OF ANY OTHER ANSWER GIVEN (The arrangement of the response positions is random in each of the tests.)

9. DO NOT AVOID MATH ANSWERS THAT ARE THE LARGEST OR SMALLEST VALUE GIVEN (In Math questions that use numbers as possible answers, the responses are usually ordered from low to high or vice versa. The correct answer is found in the first or last position as often as anywhere else.)

10. DO COME TO THE TESTING SESSION PHYSICALLY AND MENTALLY ALERT. Get a good night's sleep. Celebrate *after* you finish the tests.

11. DO PREPARE FOR THE TESTS. Knowing what may be on the tests and what the tests look like helps reduce anxiety.

12. DO USE THE OFFICIAL GED PRACTICE TESTS. They are excellent test score predictors. They also tell you what you need to study.

13. DO LOOK AT THE QUESTIONS (IN TESTS 2, 3, AND 4) BEFORE READING EACH PASAGE. Many candidates find this a useful way to focus on the important information in the passage.

14. DO NOT TAKE THE ENTIRE BATTERY AT ONE CONTINUOUS SITTING. If you are taking more than one test, take at least a ten minute break between sessions. Between tests, stand up, walk around, have some refreshments if these are permitted.

15. BE FAMILIAR WITH THE TYPES OF ITEMS ON THE TESTS (Being familiar with the item formats on the test saves time and helps reduce anxiety.)

16. WHEN UNSURE, NARROW CHOICES AND THEN MAKE YOUR BEST GUESS (If you encounter a question or questions you can't answer right off, don't panic! Try to reduce the number of choices by eliminating those that seem clearly incorrect. Then choose the answer that seems the best from among the remaining alternatives.)

17. DEALING WITH TEST ANXIETY (FEAR!) Most of us feel a little anxious about taking tests. We're afraid we will forget what we know, and/or that we won't do well or even pass the test. Remember that a little anxiety is a good thing. It makes us more alert and motivates us to do our best. Here are a few things that may help to keep anxiety from getting out of hand:

    Prepare for the test so that you will be familiar with the content, item types, directions, answer sheet, time limits, etc. This will reduce anxiety by cutting down on the possible surprises.

    Put anxiety in its proper perspective. Remember that the world isn't going to end if you don't do well. Even if the worst happens (you don't quite pass), this simply means that there are areas you need to brush-up on before you take the test again. (Remember, however, that you can take a Practice Test *before* attempting the actual GED Test. This will tell you about how well you can expect to do on the actual test.)

JOB SEARCH SKILLS

I. Skills Assessment
   Values Clarification
   Skill naming and development
   Self Esteem Building

II. Finding Hidden Jobs
   Where to Look
   Resources: People/Places

III. Paperwork
   Resumes
   Application
   Cover Letters
   Thank You Letters

IV. Self Presentation Skills
   Interviewing Skills
   Hygiene
   Dressing
   Language
   Illegal Questions
   Rights/Responsibilities

V. Job Retention
   Assertiveness
   Stress Management
   Supervisor Interaction
   Strokes
   Plans

NISQUALLY INDIAN TRIBE
ADULT EDUCATION PROGRAM
MONTHLY REPORT FOR _____, 19____

I. G.E.D

_____PASSED GED TEST
_____Passed Portions of GED Test
_____Active Students
_____Dropped
_____Follow-up

II. A.B.E.

_____Active Students
_____Dropped
_____Follow-up

III. CAREER DEVELOPMENT

A. Higher Education Guidance

B. Vocational Education Guidance

C. Career Guidance/Employment Referral

IV. SUPPORT SERVICES

A. Inter-Departmental Referrals

B. Community Resource Referral

V. OTHER

VI. PROBLEM AREAS

NISQUALLY INDIAN TRIBE

ADULT EDUCATION PROGRAM
19___ to 19___

MASTER SUMMARY SHEET
(Unduplicated List)

*APL=Life Coping Skills

STUDENT	GED	ABE	APL	Vocational Education	Higher Education	Career Counseling	Support Services	Other

NISQUALLY INDIAN TRIBE

ADULT EDUCATION PROGRAM

19___ to 19___

GED/ABE Year End Summary Sheet

STUDENT	GED	ABE	CONTACT HOURS	SKILLS MASTERED	SUPPORT SERVICES	SCHOOL STATUS	EMPLOY. STATUS	REASON DROPPED

NISQUALLY INDIAN TRIBE
ADULT EDUCATION PROGRAM
POST SECONDARY ASSISTANCE

ENROLLED

End of Year Summary
____ Higher Ed. ___Enrolled
____ Voc. Ed. ___Enrolled

NAME	SCHOOL	Voc. Ed	H.E.	Course Info.	School Orientation	Application	Registration	F.A.F Forms	B.I.A. Forms	Scholarships	OTHER